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ABSTRACT

The Association for Educational Communications and Technology (AECT) takes the position that the definition of educational technology should be a broad one, involving the use of a systematic approach to develop a broad range of learning resources to meet the needs of individual learners. In order to translate these three concepts into reality, AECT is planning to develop a handbook of terminology, definitions and units of measure in educational technology, to continue to hold regional affiliate leadership conferences across the country, to develop an affiliate officers newsletter, and to become more active in the area of congressional relations legislation. AECT will be developing a legislative handbook to explain current legislative information and action. Several bills now before Congress will affect educational technology; the copyright revision bills, extension of ESEA titles, the FY 74 Labor-HEW Appropriation Bill, and the Educational Technology Act. (CH)

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TELLING I.T. LIKE I.T. IS

Howard B. Hitchens
AECT

THANK YOU FOR INVITING ME TO SPEAK TO YOU TODAY. I ALWAYS LOOK FORWARD TO SPEAKING TO AECT STATE AFFILIATES AND GETTING A CHANCE TO TALK WITH YOU SINCE "I.T. WORKS" ONLY BECAUSE YOU MAKE IT WORK.

IT IS ALSO IMPORTANT BECAUSE IT GIVES ME A CHANCE TO LET YOU KNOW WHERE AECT IS GOING NATIONWIDE. IT GIVES ME AN OPPORTUNITY TO "TELL I.T. LIKE I.T. IS."

I THINK THE ONLY PLACE TO BEGIN A DISCUSSION LIKE THIS IS TO DEFINE WHAT THE FIELD OF INSTRUCTIONAL OR EDUCATIONAL TECHNOLOGY ACTUALLY ENCOMPASSES.

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TELLING I.T. LIKE I.T. IS

ON THE HEELS OF THE PRESIDENTIAL COMMISSION ON INSTRUCTIONAL TECHNOLOGY AND ACTING IN CONCERT WITH THE TIMES, AECT ASSEMBLED ITS OWN TASK FORCES ON DEFINITION TO ANSWER THAT QUESTION. THIS GROUP INCLUDED NOT ONLY EDUCATIONAL MEDIA PEOPLE BUT REPRESENTATIVES FROM MASS COMMUNICATIONS, LIBRARY SCIENCE AND LEARNING PSYCHOLOGY. THE RESULTS, AS YOU MIGHT EXPECT, ARE FASCINATING. THE HISTORY OF EDUCATION AND INSTRUCTION SHOW THAT THREE BROAD YET STRONG INFLUENCES ARE COMING TOGETHER TO SHAPE INSTRUCTION AND LEARNING AS WE KNOW IT. THESE THREE INFLUENCES ARE BRINGING TECHNOLOGY INTO EDUCATION.

FIRST, THERE IS THE CONCEPT OF A BROAD RANGE OF LEARNING RESOURCES. WE HAVE BEGUN TO SEE THAT THERE ARE A VAST RANGE OF OPTIONS AVAILABLE TO LEARNERS. WE ARE NO LONGER RESTRICTED TO CLASSROOMS WITH ITS FIXED DESKS AS THE SOURCES OF INSTRUCTION, BUT CAN OFFER SUCH ALTERNATIVES AS SESAME STREET AND ELECTRIC COMPANY WHICH MAKE THE HOME A CLASSROOM. THE RAPID DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA HAS CHANGED THE FACE OF AMERICAN EDUCATION.

THE SECOND INFLUENCE IS THE FOCUS ON THE LEARNER AND A SUBSEQUENT TREND TOWARD THE INDIVIDUALIZATION OF INSTRUCTION. THIS HAS STRONG ROOTS IN LEARNING PSYCHOLOGY DATING BACK TO LASHLEY, THORNDIKE, AND WATSON - AS WELL AS DEWEY WHO WAS IN PHILOSOPHIC HARMONY WITH THESE PIONEERS IN LEARNING.

THE RESULT IS AN ATTEMPT NOT TO TREAT THE CHILD AS MERELY ANOTHER BODY TO BE PROCESSED THROUGH THE CLASSROOM, BUT TO REGARD HIM AS AN INDIVIDUAL LEARNER.

INDIVIDUALIZED INSTRUCTION HOLDS THAT WE CAN - AND WILL - TEACH EACH CHILD IN THE WAY WHICH HELPS HIM OR HER LEARN THE BEST - WHETHER IT BE THROUGH HUMAN INSTRUCTION OR MEDIATED INSTRUCTION.

THIRD, THE SCIENTIFIC METHOD AND DIRECT PROBLEM - SOLVING AND OPERATIONS RESEARCH HAS PUT US IN AN ERA OF "SYSTEMS". LEST THE WORD CONJURE UP THE WRONG IMAGE, ITS USE IN INSTRUCTION IS TO SYSTEMATICALLY APPLY WHAT WE KNOW ABOUT KIDS, HOW THEY LEARN, AND WHAT RESOURCES AND TOOLS ARE AVAILABLE IN ORDER TO FACILITATE THEIR LEARNING.

THESE THREE MOVEMENTS ARE OVERLAPPING AND FUSING AS THEY INFLUENCE AMERICAN EDUCATION. THE AECT TASK FORCE FOUND THAT THE MOVEMENTS ARE REAL: THEY EXIST; THEY ARE AFFECTING AMERICAN EDUCATION AND ITS

CLIENTELE - TODAY'S STUDENTS. SO WHAT IS "EDUCATIONAL TECHNOLOGY?" AECT WAS FORTUNATE - EXCEPTIONALLY FORTUNATE - THAT THOSE ON THE TASK FORCE TOOK A BROAD VIEW - IGNORING PAROCHIAL INTERESTS IN TWO SIGNFICANT WAYS.

NUMBER ONE. THE TASK FORCE REJECTED THE PRESIDENTIAL COMMISSION'S FIRST DEFINTION WHICH EQUATED TECHNOLOGY WITH HARDWARE AND MEDIA.

NUMBER TWO. THEY HAD THE WISDOM AND COURAGE TO DRAW A DEFINTION WHICH WENT OUTSIDE OF THEIR SPONSOR - AECT. THE RESULT OF THEIR DELIBERATIONS IS REALLY BETTER TITLED "THE APPLICATION OF TECHNOLOGY TO INSTRUCTION."

MOST OF YOU HAVE ALREADY READ THE TASK FORCE'S DEFINITION IN THE OCTOBER 1972 ISSUE OF AUDIOVISUAL INSTRUCTION. IF YOU HAVE NOT, I URGE YOU TO DO SO. (IF YOU'VE MISPLACED YOUR COPY OR IT HAS DISAPPEARED FROM YOUR LIBRARY SHELVES, DROP ME A NOTE AND 'LL SEND YOU ANOTHER.) AECT'S POSITION IS CONSISTENT WITH THE BROAD DEFINITION OF EDUCATIONAL TECHNOLOGY.

THUS WE CAN LOOK AT THE THREE BASIC FOUNDATIONS OF EDUCATIONAL TECHNOLOGY AND SEE WE WORK TO EXPAND THE RANGE OF LEARNING RESOURCES, WHILE EMPHASIZING THE NEEDS OF THE INDIVIDUAL LEARNER, AND WHILE USING A SYSTEMATIC APPROACH TO DEVELOP THE RESURCES TO MEET THESE NEEDS. OTHER FIELDS OF EDUCATION CAN LAY CLAIM TO ANY OF THESE

EFFORTS. OTHER EDUCATORS BELIEVE IN AND USE THESE CONCEPTS IN THEIR WORK. BUT EDUCATIONAL TECHNOLOGY IS THE FIELD THAT BRINGS ALL THREE IDEAS TOGETHER IN A SINGLE FOCUS. AND WE THINK IN BRINGING THESE IDEAS TOGETHER WE HAVE CREATED SOMETHING "SYNERGISTIC" -- SOMETHING NOT PREDICTABLE BASED ON THE PARTS ALONE BUT AN OUTCOME WITH EXTRA ENERGY CREATED BY THE UNIQUE INTERRELATIONSHIP OF THE PARTS.

SO THE TASK OF THE EDUCATIONAL TECHNOLOGIST NOW BECOMES HARNESSING THIS EXTRA ENERGY TO PRODUCE SOME POSITIVE OUTCOMES. WE FEEL THAT IS WHAT AECT IS DOING THESE DAYS. LET ME TELL YOU ABOUT SOME OF OUR CURRENT ACTIVITIES.

FIRST, DATUM-ET (DEFINITION & TERMINOLOGY/UNITS OF MEASURE -- EDUCATIONAL TECHNOLOGY). AECT HAS BEEN AWARDED A CONTRACT BY THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS OF THE U.S. OFFICE OF EDUCATION, TO DEVELOP A HANDBOOK OF TERMINOLOGY, DEFINITIONS AND UNITS OF MEASURE IN EDUCATIONAL TECHNOLOGY.

IN DEVELOPING THE HANDBOOK WE ARE INVOLVING REPRESENTATIVES FROM MOST OF THE EDUCATIONAL COMMUNITY. WE'RE STRESSING THE IDEA THAT EDUCATIONAL TECHNOLOGY IS MORE THAN HARDWARE OR SOFTWARE, BUT AN ENTIRE PROCESS IN WHICH LEARNING RESOURCES ARE PLANNED, PRODUCED, APPLIED AND EVALUATED.

WE THINK THIS PROJECT IS PARTICULARLY SIGNIFICANT BECAUSE IT REPRESENTS RECOGNITION BY USOE THAT EDUCATIONAL TECHNOLOGY IS A SIGNIFICANT AND INTEGRAL PART OF EDUCATION AND, AS SUCH, IT REQUIRES A SYSTEMATIC COLLECTION OF RELIABLE DATA.

THE PROJECT IS SCHEDULED FOR COMPLETION IN WINTER OF 1974. THE RESULTANT HANDBOOK WILL PROVIDE PERSONNEL IN PUBLIC AND NONPUBLIC SCHOOLS, LIBRARIES, GOVERNMENTAL BODIES, AND OTHER EDUCATIONAL AGENCIES WITH THE BASIC TOOLS NEEDED TO DISCUSS AND EVALUATE EDUCATIONAL TECHNOLOGY.

SECOND, WE HAVE JUST COMPLETED 3 REGIONAL AFFILIATE LEADERSHIP CONFERENCES ACROSS THE COUNTRY. I KNOW THOSE OF YOU WHO PARTICPATED WILL AGREE THAT THESE MEETINGS WERE PARTICULARLY PRODUCTIVE. DELEGATES WORKED TO IDENTIFY STRATEGIES THEY COULD IMPLEMENT TO BECOME MORE RESPONSIVE AND EFFECTIVE. THE CONCERNS INCLUDED RELATIONS WITH OTHER STATE PROFESSIONAL ASSOCIATIONS, EDUCATIONAL INSTITUTIONS, LEGISLATORS, AND AFFILIATE MEMBERS: LEGISLATION: CERTIFICATION: AND OTHER AECT PROGRAMS.

THE TOPICS DISCUSSED GENERATED MANY ACTION ITEMS WHICH WE ARE BEGINNING TO WORK ON. WE ARE DEVELOPING AN AFFILIATE OFFICERS NEWSLETTER WHICH WILL GO OUT PROBABLY ON A MONTHLY BASIS. IT WILL CONTAIN NEW ITEMS FROM THE AECT NATIONAL OFFICE & FROM STATE AFFILIATES

ACROSS THE COUNTRY. THE CONFEREES EXPRESSED THE NEED FOR A LEGISLATIVE HANDBOOK TO EXPLAIN CURRENT LEGISLATIVE INFORMATION AND ACTION. WE WILL BE WORKING WITH THE AECT LEGISLATIVE COMMITTEE TO DEVELOP THIS. CONFEREES SUGGESTED AECT BECOME A CLEARINGHOUSE FOR INFORMATION CONCERNING CONSOLIDATION OF SATE AV AND LIBRARY ASSOCIATIONS. THEY FELT WE SHOULD DEVELOP AN INFORMATION PACKET INCLUDING SAMPLE CONSTITUTIONS OF CONSOLIDATED AGENCIES, PROCEDURES AND RECOMMENDED PRACTICES THAT WOULD BE HELPFUL TO STATES STUDYING AV-LIBRARY CONSOLIDATION.

AND LAST, BUT CERTAINLY NOT LEAST, CONFEREES AT THE LEADERSHIP CONFERENCES RECOMMENDED THAT CONFERENCES BE CONTINUED AND SOME PROVISION MADE TO INCLUDE POTENTIAL STATE LEADERS.

NEXT, PLANS ARE WELL UNDERWAY FOR THE 1974 AECT NATIONAL CONVENTION NEXT MARCH IN ATLANTIC CITY. THE THEME THIS YEAR IS "INSTRUCTIONAL TECHNOLOGY: A PEOPLE PROCESS," AND WE'RE STRESSING PEOPLE INVOLVEMENT. THERE ARE OVER 100 HOURS OF PROFESSIONAL PROGRAMMING INCLUDING A ONE CREDIT COURSE WHICH USES THE CONVENTION SESSIONS FOR CONTENT. THE AECT BUSINESS SESSION HAS BEEN MOVED FROM FRIDAY TO MIDWEEK, SO MORE MEMBERS CAN PARTICIPATE. AN INFORMAL SESSION WILL FOLLOW THE BUSINESS MEETING SO MEMBERS CAN TALK WITH THE BOARD. THE TRADITIONAL

BANQUET HAS BEEN ABANDONED IN FAVOR OF A RAP-UP BALL FEATURING MISS AMERICA. A STUDY TOUR TO LONDON WILL FOLLOW THE CONVENTION. INCIDENTALLY, FOR THOSE OF YOU WHO STILL WANT TO REGISTER FOR THE TOUR THE DEADLINE HAS BEEN EXTENDED TO NOVEMBER 30.

THE REVISED AECT/AASL JOINT GUIDELINES ENTITLED MEDIA PROGRAMS: SCHOOL & DISTRICT ARE NEARING COMPLETION. THE AMERICAN ASSOCIATION FOR SCHOOL LIBRARIANS ACCEPTED THE REVISED GUIDELINES OF THEIR MEETING LAST JUNE: THE AECT BOARD REVIEWED THE GUIDELINES AT THE JULY MEETING AND EXPRESSED INTENT TO ACCEPT THE GUIDELINES WITH SEVERAL SPECIFIC CHANGES. THE AECT/AASL JOINT EDITORIAL COMMITTEE MET IN SEPTEMBER TO MAKE THESE CHANGES & TO DO THE FINAL EDITING. THESE DRAFT GUIDELINES ARE NOE GOING OUT TO THE AECT BOARD FOR THEIR FINAL CONSIDERATION. THE EXECUTIVE COMMITTEE WILL CONSIDER THE RESPONSES OF THE ENTIRE BOARD AND DECIDE ON THE ACCEPTABILITY OF THE GUIDELINES AT THEIR MEETING IN EARLY DECEMBER. THE AASL BOARD WILL GIVE THE GUIDELINES FINAL CONSIDERATION AT THEIR MEETING IN JANUARY, SO THE REVISED MEDIA GUIDELINES FOR SCHOOL AND DISTRICT LEVELS SHOULD BE READY FOR PUBLICATION EARLY NEXT YEAR.

ANOTHER AREA OF INCREASED ACTIVITY AT AECT IS THAT OF CONGRESSIONAL RELATIONS & LEGISLATION. WE AT AECT FEEL THAT WE MUST BECOME INCREASINGLY INVOLVED IN ADVOCATING LEGIALATION WHICH WILL BENEFIT EDUCATIONAL TECHNOLOGY. THIS INTEREST HAS BEEN REFLECTED BY OUR MEMBERS. AS I MENTIONED BEFORE WE ARE SETTING UP A LEGISLATIVE HANDBOOK AND A COMMUNICATIONS NETWORK TO DISSEMINATE LEGISLATIVE INFORMATION.

THE NEXT SEVERAL MONTHS MAY BE VERY IMPORTANT TO EDUCATIONAL TECHNOLOGY. THERE ARE SEVERAL BILLS NOW BEFORE CONGRESS THAT WILL AFFECT US.

COPYRIGHT REVISION BILLS HAVE BEEN INTRODUCED IN THE U.S. HOUSE OF REPRESENTATIVES AND THE SENATE. THESE BILLS HAVE STIMULATED MUCH ACTIVITY WITHIN THE EDUCATIONAL COMMUNITY AS THERE ARE SEVERAL ASPECTS OF COPYRIGHT LAW THAT POTENTIALLY HAVE A GREAT IMPACT UPON EDUCATION -- DURATION OF COPYRIGHT, THE DOCTRINE OF FAIR USE, AND PROVISIONS MADE FOR THE USE OF MODERN INSTRUCTIONAL TECHNOLOGY. THE AECT POSITION ON THESE AND OTHER PERTINENT ASPECTS OF COPYRIGHT LAW IS DISCUSSED IN THE NOVEMBER 1973 AVI. I SUGGEST YOU STUDY THE ARTICLE AND EXPRESS YOUR SUPPORT OF OUR POSITION TO YOUR CONGRESSMEN AND SENATORS.

THE CONGRESS HAS ALSO BEEN WORKING FOR SEVERAL MONTHS ON THE EXTENSION OF THE ESEA TITLES. AS YOU KNOW FROM THE MOST RECENT ECT THEY SEEM TO BE REACHING A COMPROMISE POSITION THAT CONSOLIDATES SEVERAL OF THE

ESEA TITLES WE ARE INTERESTED IN AND NDEA TITLE III. THE SENATE SIDE IS STILL WORKING ON THEIR VERSION OF THE BILL SO WE DO NOT KNOW DEFINITELY WHAT THEY WILL PROPOSE. HOWEVER, WE DO KNOW WHAT THE HOUSE SUBCOMMITTEE IS PROPOSING FOR THE TITLES WE ARE CONCERNED ABOUT. THEY ARE CONSOLIDATING ESEA TITLE II (LIBRARIES), THE GUIDANCE AND COUNSELING PORTION OF ESEA TITLE III AND NDEA III (EQUIPMENT & MATERIALS) UNDER A SECTION ENTITLED LIBRARY & INSTRUCTIONAL RESOURCES. THE HOUSE COMMITTEE CREATED ANOTHER SECTION ON SUPPORT AND INNOVATION THAT CONSOLIDATES:

TITLE III ESEA (INNOVATION)

TITLE V ESEA (STRENGTHING STATE DEPTS.)

TITLE VIII ESEA (DROPOUT PREVENTION)

TITLE VIII ESEA (HEALTH & NUTRITION)
SOME ADULT EDUCATION

OTHER PROVISIONS OF THE HOUSE COMPROMISE INCLUDE 95% PASS THROUGH OF FUNDS TO LOCAL EDUCATIONAL AGENCIES, A CONSOLIDATED APPLICATION FOR FUNDS FOR ANY OR ALL OF THE PROGRAMS, LOCAL DISCRETION IN DETERMINING HOW FUNDS WILL BE USED.

AECT HAS TESTIFIED BEFORE BOTH THE HOUSE & SENATE COMMITTEES EXPRESSING THE POSITION THAT WE ARE OPPOSED TO CONSOLIDATION. HERE ARE SOME OF THE REASONS FOR OUR OPPOSITION:

-- IT IS A CONSOLIDATION FOR CONSOLIDATION'S SAKE ALONE -- THERE IS VIRTUALLY NO MERIT FROM AN

EDUCATIONAL STANDPOINT.

-- FEDERAL INTEREST AND LEADERSHIP IN STIMULATING LIBRARY, INSTRUCTIONAL TECHNOLOGY & GUIDANCE & COUNSELING EFFORTS WOULD BE LOST.

-- DIVISIVENESS WOULD RESULT AS VARIOUS PROGRAMS COMPETE FOR FUNDS.

-- IMPOUNDMENT LAWSUITS CURRENTLY BEFORE THE COURTS WOULD BE UNDERMINED.

-- PROGRAMS THAT ARE WORKING WELL NOW WOULD LOOSE THEIR INDIVIDUAL IDENTITY AND SPECIAL FEATURES.

AECT IS CURRENTLY WORKING WITH SEVERAL OTHER ASSOCIATIONS INCLUDING NAVA, ALA, & APGA IN DEVELOPING A POSITION PAPER IN SUPPORT OF THESE ARGUMENTS. THIS PAPER WILL BE READY IN THE NEAR FUTURE.

THE FY 74 LABOR-HEW APPROPRIATION BILL IS CURRENTLY IN A HOUSE-SENATE CONFERENCE COMMITTEE WHERE THEY ARE ATTEMPTING TO WORK OUT DIFFERENCES IN FUNDING LEVELS. BOTH THE HOUSE & SENATE BILLS EXCEED THE ADMINISTRATION BUDGET REQUEST -- FOR THAT REASON THE BILL WILL PROBABLY BE VETOED BY THE PRESIDENT. A COALITION OF GROUPS AFFECTED BY THE BILL (LABOR, HEALTH, WELFARE & EDUCATION GROUPS) ARE CURRENTLY ENCOURAGING THE PRESIDENT TO SIGN THE BILL, BUT IN CASE THIS FAILS, A MASSIVE EFFORT IS UNDERWAY IN SUPPORT OF A CONGRESSIONAL OVERRIDE OF THE VETO. WE URGE YOU TO FOLLOW THIS BILL CLOSELY & GIVE IT YOUR SUPPORT BY CONTACTING LEGISLATORS.

PERHAPS THE MOST IMPORTANT PIECE OF LEGISLATION AS FAR AS WE ARE CONCERNED IS THE EDUCATIONAL TECHNOLOGY ACT. THIS BILL HAS BEEN INTRODUCED ON BOTH SIDES OF CONGRESS -- IN THE SENATE BY SENATOR EAGLETON, AND IN THE HOUSE BY CONGRESSMAN BRADEMAS.

IN ORIGINALLY INTRODUCING THE BILL IN 1971 SENATOR EAGLETON STATED IT WAS BASED ON TWO PREMISES -- "THE FIRST IS THAT EDUCATIONAL TECHNOLOGY WHEN USED WISELY AND WELL CAN BE INSTRUMENTAL IN IMPROVING THE QUALITY OF INSTRUCTION ... THE SECOND PREMISE, THAT WITHOUT ADEQUATE TRAINING EDUCATIONAL TECHNOLOGY WILL RARELY PROVE TO BE BENEFICIAL." HE ALSO SAID, "THE RAPID ADVANCEMENTS AND SUBSTANTIAL IMPROVEMENTS IN EDUCATIONAL MEDIA ARE BECOMING COMMONPLACE. YET, THE EFFECTIVE UTILIZATION OF THESE DEVELOPMENTS IN SCHOOL AND COLLEGE CLASSROOMS LAGS BEHIND. EDUCATORS & EDUCATION OFFICIALS HAVE TALKED FOR TOO LONG ABOUT THE GAP BETWEEN RESEARCH IN EDUCATION & ACTION IN EDUCATION ... THE EDUCATIONAL TECHNOLOGY ACT, I SUGGEST WILL GO A LONG WAY TOWARD CLOSING THAT GAP."

THE ACT AUTHORIZES GRANTS TO LOCAL EDUCATION AGENCIES AND INSTITUTIONS OF HIGHER LEARNING FOR THE PURPOSE OF IMPROVING THE QUALITY OF INSTRUCTION THROUGH THE APPLICATION OF TECHNOLOGY TO EDUCATION. TO BE

AWARDED A GRANT, AN APPLICANT MUST SUBMIT AND HAVE APPROVED A LONG-RANGE PROGRAM DETAILING ITS NEEDS AND INDICATING HOW TECHNOLOGY CAN HELP MEET THESE NEEDS. AN ANNUAL PLAN INCORPORATING RESEARCH FINDINGS MUST BE SUBMITTED TO CONTINUE FUNDING.

ONCE A SCHOOL OR COLLEGE HAS HAD ITS LONG-RANGE PLAN APPROVED, IT COULD BEGIN THE FIRST PHASE OF TRAINING OF TEACHING AN ADMINISTRATIVE STAFF. AFTER THE TRAINING PHASE WAS COMPLETED THE SCHOOL OR COLLEGE COULD THEN USE FEDERAL FUNDS FOR THE HIRING OF STAFF FOR THE OPERATION OF THEIR PROGRAM AND ACQUISITION OF EQUIPMENT AND MATERIALS.

AS YOU CAN SEE A BILL OF THIS KIND WOULD PROVIDE THE NEEDED IMPETUS TO MAKE EDUCATIONAL TECHNOLOGY A RECOGNIZED PART OF THE EDUCATIONAL SYSTEM. AND IT RECOGNIZES OUR BELIEF THAT EDUCATIONAL TECHNOLOGY IS MORE THAN JUST EQUIPMENT & MACHINES, THAT AN ENTIRE PROCESS IS INVOLVED.

WE AT AECT FEEL THAT WORKING FOR PASSAGE OF THIS BILL WILL BE AN IMPORTANT PART OF OUR ACTIVITIES IN THE FUTURE. WE WILL KEEP YOU APPRISED OF OUR ACTIVITIES & WILL BE ASKING FOR YOUR HELP AND SUPPORT IN WORKING WITH CONGRESS.

IN SUMMARY, L'D LIKE TO GO BACK TO MY ORIGINAL POINT AND "TELL I.T. LIKE I.T. IS." INSTRUCTIONAL OR EDUCATIONAL TECHNOLOGY IS AN ENTIRE LEARNING PROCESS INVOLVING BOTH PEOPLE & EQUIPMENT. IT SYNTHESIZES THREE CONCEPTS -- USE OF A SYSTEMATIC APPROACH TO DEVELOP A BROAD RANGE OF LEARNING RESOURCES TO MEET THE NEEDS OF INDIVIDUAL LEARNERS. AECT IS WORKING THROUGH YOU ITS MEMBERS TO TRANSLATE THESE CONCEPTS INTO REALITY.

PROVISION OF COPYRIGHT LAW		POSITIONS OF INTERESTED GROUPS		
PRESENT	PROPOSED	AECT	AD HOC COMMITTEE ON COPYRIGHT LAW REVISION	EMPC
FAIR USE (SECTION 107)				
Not in Law; doctrine developed in Courts using following criteria: 1) purpose and character of use 2) nature of work 3) amount of work 4) effect on potential market	Statutory recognition of criteria for purposes such as: criticism, comment, news reporting, teaching, scholarship, research.	Endorse proposed with pre-Williams, Wilkins concept; should apply to media professionals as well instructional TV should be subject to same criteria.	Same as AECT, but feels educational exemption also needed (see below)	Endorses proposed law
EDUCATIONAL EXEMPTION				
Not-for-profit exemption included	None	Provision not needed if above interpretation adopted; educational & commercial groups can work out limited licensing.	Exemption should be included with wording "Notwithstanding the provision of this Act, nonprofit use of a portion of a copyrighted work for non-commercial teaching, scholarship & research is not an infringement of copyright." Specifically authorize teachers to make copies as follows: 1) single copy of entire short work; 2) multiple copies of excerpts or quotations.	Against exemption; fair use is sufficient; beyond that licensing arrangements needed.

PROVISION OF COPYRIGHT LAW		POSITIONS OF INTERESTED GROUPS		
PRESENT	PROPOSED	AECT	AD HOC COMMITTEE ON COPYRIGHT LAW REVISION	EMPC
DURATION OF COPYRIGHT				
28 years plus 28 year renewal period	Life of author plus 50 years	Against proposed; suggest at maximum 28 years plus 48 year renewal	Same as AECT	
WAIVER OF STATUTORY DAMAGES ON INNOCENT EDUCATIONAL INFRINGEMENTS				
None	Judge may waive damages; maximum fine $50,000 per infringement.		Waiver necessary but maximum fine should be reduced.	
EDUCATIONAL TECHNOLOGY INCLUDING COMPUTERS				
None	Provides for National Commission on New Technological Uses of Copyrighted Works with 4 users, 4 public members & Librarian of Congress.	Bill should state that until Commission completes study, input of copyrighted material into computers & other storage devices should not be an infringement.	Commission should be independent of Library of Congress with 9 public members; computer provision should be included.	